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ABSTRACT

Park West High School's Vocational and High School Equivalency Bilingual Program's purpose was to help limited-English-speaking students develop English skills while receiving occupational training after school through bilingual content-area instruction. The program was funded as a mini-school within the high school, providing the same overall job and career orientation provided to mainstream students. In 1986-87, the program served 224 students in grades nine through twelve. Most were recent immigrants with diverse cultural and immigration histories. Half were overage for their grades. Major emphasis was placed on mainstreaming the students into a vocational mini-school or academic track in the high school, with the aim of preparing them for employment after graduation. Guidance, academic and career counseling, and parental involvement were part of the program. Analysis of student achievement data indicates: (1) English language objectives were met only in the fall semester; (2) program objectives for Spanish language skills were met; (3) the percentage of students passing business or vocational courses did not meet the objective; and (4) program participants had a higher attendance rate than mainstream students. Recommendations for improvement are given. (MSE)

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Grant Number: G00-830-2133

PARK WEST HIGH SCHOOL

VOCATIONAL AND HIGH SCHOOL EQUIVALENCY

BILINGUAL PROGRAM

1986-1987

Prepared by the O.E.A.
Bilingual Education
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A SUMMARY OF THE REPORT

Park West High School's Vocational and High School Equivalency Bilingual Program was in its fourth year of operation in 1986-87. Funding was provided by Title VII of the Elementary and Secondary Education Act (E.S.E.A.) and other federal and municipal sources. The program's purpose was to help students with limited English proficiency (LEP) develop their English-language skills while receiving occupational training after school. This was done by providing English as a second language (E.S.L.) and bilingual content-area instruction.

The program functioned as a mini-school within Park West High School, and provided the same overall job and career orientation that the school provided to its mainstream students.

Students' eligibility for the program was determined on the basis of Language Assessment Battery (LAB) scores, teacher interviews, and placement tests in each language. Linguistic ability determined placement levels in English and Spanish courses; the requirements for graduation determined their placement in content-area courses. As students increased their English language proficiency, the number of E.S.L. courses they took decreased, and the number of courses taught in English increased.

During 1986-87, the program served 224 students in grades nine through twelve. Most program students were recent immigrants and had diverse cultural and immigration histories. Their English proficiency ranged from the most elementary level to relatively advanced or transistional levels. Seventy-three percent of the students were male, and 52 percent of the students were overage for their grade.

In accordance with the program's aim of providing students with the preparation needed to secure employment upon graduation or to continue their education, major emphasis was placed on mainstreaming students into one of Park West's vocational mini-schools or into an academic track. Several classes were observed by members of the evaluation team; in most instances the teachers' classroom techniques appeared to be effective, and the students appeared to be enthusiastic and involved.

The program coordinator was responsible for all aspects of the program except the supervision of the bilingual content-area teachers, which was the responsibility of the assistant principals of the various content areas. The program was also served by a resource teacher, a family assistant, a paraprofessional, and an office aide. Most of the bilingual content-area teachers were licensed in the areas in which they were teaching, had extensive experience with LEP students, and appeared to be highly dedicated.

Because of a citywide shortage of bilingual guidance

counselors, guidance services were provided by a monolingual guidance counselor and the program's family assistant, resource teacher, grade advisor, and coordinator. Academic and career counseling were provided by the bilingual resource teacher. The family assistant was responsible for both in-school and outside referrals and family contacts. Parental involvement activities included an open school week, orientation meetings, and various other program and schoolwide functions.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura); business/vocational courses (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates the following:

- The average mastery per month on the CREST was 1.8 skills for the year. Broken/down by semester, the percentage of students mastering one CREST skill per month of instruction was 77 percent in the fall and 64 percent in the spring; thus, the program objective of 70 percent gaining one skill per month was met in the fall only.

- Students made statistically significant gains on La Prueba de Lectura, thus meeting the program objective.

- The percentage of students passing business/vocational courses was below 70 percent both semesters; thus, the program objective was not met. However, there were only nine students enrolled in the fall and six in the spring.

- Program participants had a higher attendance rate than mainstream students, thus meeting the program objective.

The evaluation team offers the following recommendations aimed at possible program improvement:

- The school administration should expedite the creation of a foreign language department to supervise and administer the bilingual program.

- If resources permit, efforts should be made to identify and hire a bilingual guidance counselor.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Arthur Lopatin edited the manuscripts. Margaret Scorza reviewed and corrected reports, and coordinated the editing and production process. Shelley Fischer and Martin Kohli spent many hours, creating, correcting, and maintaining data files. Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement data and integrated their findings into reports. Finally, Betty Morales worked intensively to type, duplicate, and disseminate the completed documents. Without the able and faithful participation of all of these people, the unit could never have handled such a large volume of work and still produce quality evaluation reports.

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VOCATIONAL AND HIGH SCHOOL EQUIVALENCY BILINGUAL PROGRAM

PARK WEST HIGH SCHOOL

Location:	525 West 50th Street New York, New York 10019
Year of Operation:	1986-87, Fourth year of funding
Target Language:	Spanish
Number of Participants:	224 Students
Principal:	Edward Morris
Program Coordinator:	Peter Miranda

I. INTRODUCTION

Park West High School's Vocational and High School Equivalency Bilingual Program was in its fourth year of operation. Title VII of the Elementary and Secondary Education Act (E.S.E.A.) was the program's primary funding source; additional funds were supplied by municipal tax-levy and federal Chapter I sources.

Park West High School has a relatively long history of bilingual education, with Title VII programs in existence in the school since 1979.

During the year under review, the program served 224 students of Hispanic background. Criteria for entrance into the program included scores below the twenty-first percentile on the English version of the Language Assessment Battery (LAB), with a higher score on the Spanish LAB; the ability to understand and speak Spanish as ascertained by the Interamerican Series

examination, La Prueba de Lectura*; a record of poor academic performance, combined with a demonstrated potential for improvement; and a desire to enroll in one of the school's vocational programs.

Bilingual program students received instruction in English as a second language (E.S.L.), science, mathematics, social studies, and Spanish. The program's single paraprofessional was assigned to the E.S.L. component and worked with students both during and after classes.

In addition to classroom instruction, students received a number of non-instructional support services, including after-school occupational training, career and academic advisement, and personal counseling. A grade advisor and a resource teacher provided career and academic counseling, while a family assistant helped students with personal problems, served as community liaison, and assisted parents when they visited the school.

The bilingual program was one of several mini-schools at

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*The Interamerican Series, La Prueba de Lectura is part of Interamerican Series of Tests published by the Guidance Testing Associates. The purpose of this series is to measure reading achievement in Spanish for spanish-speaking students from the western hemisphere. The norms for the test were based on a sample of students from Puerto Rico. However, as these norms may not be appropriate for students studying in other countries, the publishers recommend that local norms be developed for the test. As of this date, local norms are not available. The test has alternate form reliability coefficients ranging from .87 to .90, and validity studies indicate that the test has correlations greater than .80 with other standardized tests of reading, and correlations of about .50 with teacher grades, thus indicating construct validity.

Park West; others specialized in computer programming, aviation, culinary arts, and special education. It was housed on the third floor of the school building, where most of its classes were held and all of its administrative work and non-instructional services were conducted.

The program functioned in about the same fashion in 1986-87 as in the previous academic year. A coordinator administered the program and supervised program staff members. (Since Park West had gradually assumed the salary costs of program staff members, during the year under review only the office aide continued to be funded by Title VII.) The program coordinator was the liaison between the program and the school administration. He participated in cabinet meetings, met weekly with the directors of the other mini-schools, and monthly with the subject-area Assistant Principals (A.P.s), who supervised bilingual as well as mainstream content-area teachers.

During the year under review, Title VII funds were not available for program staff members to take college courses. However, the program conducted staff-development workshops and enrichment activities for staff throughout the school year. Program staff members also met with the coordinator monthly to revise curricula and discuss program-wide and individual concerns.

All parents of program students were invited to four yearly orientation meetings, to advisory council meetings, to semesterly parent-teacher conferences, and to special events like awards

assemblies, and holiday celebrations. In addition, the coordinator met individually with the parents of new students to inform them about Park West's bilingual program, and the parents of students with academic and/or emotional problems were invited to meet privately with members of the program staff.

II. STUDENT CHARACTERISTICS

PARK WEST STUDENTS

In 1986-87, Park West had an enrollment of 3,383. Sixty-eight percent of the students were male, and 32 percent female. The ethnic composition of the student body was 50 percent black, 43 percent Hispanic, 3 percent Asian, and 4 percent white. Eighteen percent of the school's Hispanic students were identified as being of limited English proficiency (LEP); all were served by the bilingual program. LEP students of Haitian and Asian backgrounds were placed in the same E.S.L. classes as program students; however, because of the shortage of teachers licensed in these languages, they took mainstream math, science, and social studies courses.

PROGRAM STUDENTS

The bilingual program served 224 students during the year under review. Two hundred and four students were present in the fall and 224 were present in the spring. (In other words, 204 students were served both semesters, and 20 students were served in the spring only.) Data also were received for 67 students who had been enrolled in the program during the previous year but left prior to September 1986. Twenty-seven of these students were mainstreamed; 8 transferred; 8 left the United States; 6 left for family or employment reasons; 5 graduated; and the rest left for unspecified reasons. An additional thirty-two students left the program during the academic year. (See Table 1.)

TABLE 1

Number of Students Leaving the Program

Reason For Leaving	Left By June 1987	Percent of Total
Mainstreamed	14	43.8
Transferred	2	6.3
Left U.S.	1	3.1
Graduated	2	6.3
Employment	5	15.6
Family Problem	1	3.1
Other Reasons	7	21.8
TOTAL	32	100.0

- Thirty-two (14 percent) program students left the program during the academic year.

Of the 224 students present in the spring, 124 (55 percent) had been in the program for one year, 60 (27 percent) had been in the program for two years, 26 (12 percent) had been in the program for three years, 10 (4 percent) had been in the program for four years, and 4 (2 percent) had been enrolled for four years and participated in the previous bilingual program.

According to the project director, the character of the student population had changed over the year, with the proportion of recent immigrants increasing. He said that during the year

under review about 80 new students had arrived in the United States recently and 100 had been referred by feeder junior high schools. He noted that since recent immigrants do not know English, it takes a longer time for them to be mainstreamed than it does for students coming from feeder schools, where E.S.L. is offered.

Table 2 presents the distribution of students by country of birth. Fifty-eight percent were born in the Dominican Republic. Male students greatly outnumbered females (73 percent to 27 percent).

Table 3 shows the distribution of students by age and grade. Data were available for 220 students: 82 (37 percent) were in grade nine; 79 (36 percent) were in grade ten; 55 (25 percent) were in grade eleven; and 4 (2 percent) were in grade twelve. Many program students had suffered interrupted schooling, and consequently had received fewer years of education than their age would suggest. In fact, 52 percent of the students were overage for their grade level, with the percentage of overage students ranging from 49 percent for tenth graders to 75 percent for twelfth graders.

Table 4 presents the students' years of education by grade. These data show that overall, students had an average of 7.7 years of education in their native countries, ranging from 7.5 years for ninth and tenth graders to 8.5 years for twelfth graders. However, the students had little education in the United States prior to entering the program: the mean was 2.3

years; the range from 1.6 years for ninth graders to 4.0 years for twelfth graders.

TABLE 2

Number and Percent of Program Students by Country of Birth

Region	Country of Birth	Number	Percent
Caribbean	Dominican Republic	129	58.4
	Puerto Rico	26	11.8
	Cuba	2	0.9
Central America	El Salvador	15	6.8
	Honduras	13	5.9
	Guatemala	5	2.3
	Mexico	5	2.3
	Nicaragua	3	1.4
South America	Colombia	7	3.2
	Ecuador	6	2.7
	Peru	5	2.3
North America	United States	5	2.3
Total		221*	100.0

*Data were missing for three program students.

- The majority of students (58 percent) were born in the Dominican Republic.
- Five students were born in the United States.

TABLE 3

Number of Program Students by Age* and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	9	1	0	0	10
15	32	6	1	0	39
16	19	33	8	0	60
17	11	30	15	0	56
18	6	5	13	1	25
19	3	3	9	0	15
20	2	1	7	2	12
21	0	0	2	1	3
TOTAL	82	79	55	4	220*
Overage Students					
Number	41	39	31	3	114
Percent	50.0	49.4	56.4	75.0	51.8

Note. Numbers in bold area reflect expected age range for grade.

*Age on June 30, 1987.
**Data were missing for four students.

- Fifty-two percent of the students were overage for their grade placement.
- Three out of the four twelfth graders enrolled in the program were overage for their grade.

TABLE 4

Students' Years of Education by Grade

Grade	Total Years of Education							Years Education Native Country		Years Education United States	
	<8	9	10	11	12	>12	Total	Mean	S.D.	Mean	S.D.
9	1	74	3	2	1	0	81	7.5	0.8	1.6	1.0
10	2	0	75	1	0	0	78	7.5	1.4	2.3	0.91
11	1	0	1	47	3	1	53	8.0	1.8	3.0	1.9
12	0	0	0	0	2	2	4	8.5	0.6	4.0	1.2
TOTAL	4	74	79	50	6	3	216*	7.7	1.3	2.3	1.4

*Data for eight students were missing or incomplete.

- Program students averaged 7.7 years of schooling in the native country, and 2.3 years of education in the United States.

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III. PROGRAM DESCRIPTION

PHILOSOPHY

According to the project coordinator, the bilingual program sought to prepare LEP students to enter one of Park West's vocational mini-schools, where the language of instruction was exclusively English. Special emphasis was given to placing students in technologically oriented mini-schools, such as culinary arts, computer programming, automotive mechanics, and aviation technology. The program's long-term aim was to enable students to successfully enter the job market or a college or higher-level technical school.

ORGANIZATION AND STAFFING

Although the project coordinator was not an assistant principal, he participated in the principal's cabinet meetings and collaborated with the faculty on matters affecting program students. Although he did not officially supervise E.S.L. or bilingual content-area teachers, he informally shared ideas with them on instructional and other matters, and he offered them suggestions whenever he saw fit. He was in charge of budgeting, staff development, curriculum development, and overall administration for the program. Figure 1 depicts the program's organization.

Previous years' evaluation reports recommended the creation of an A.P. to supervise bilingual content-area, E.S.L., and foreign language instruction and administer the bilingual program.

Although this position had not been created and there were no definite plans to do so, the coordinator believed that recent state regulations mandating increased foreign language instruction would eventually make such a position a necessity.

A grade advisor assisted the project coordinator with administrative tasks and helped monitor students' academic progress. In addition, he taught three social studies classes. He was not a native speaker of Spanish, but he was fluent and communicated easily with both students and parents.

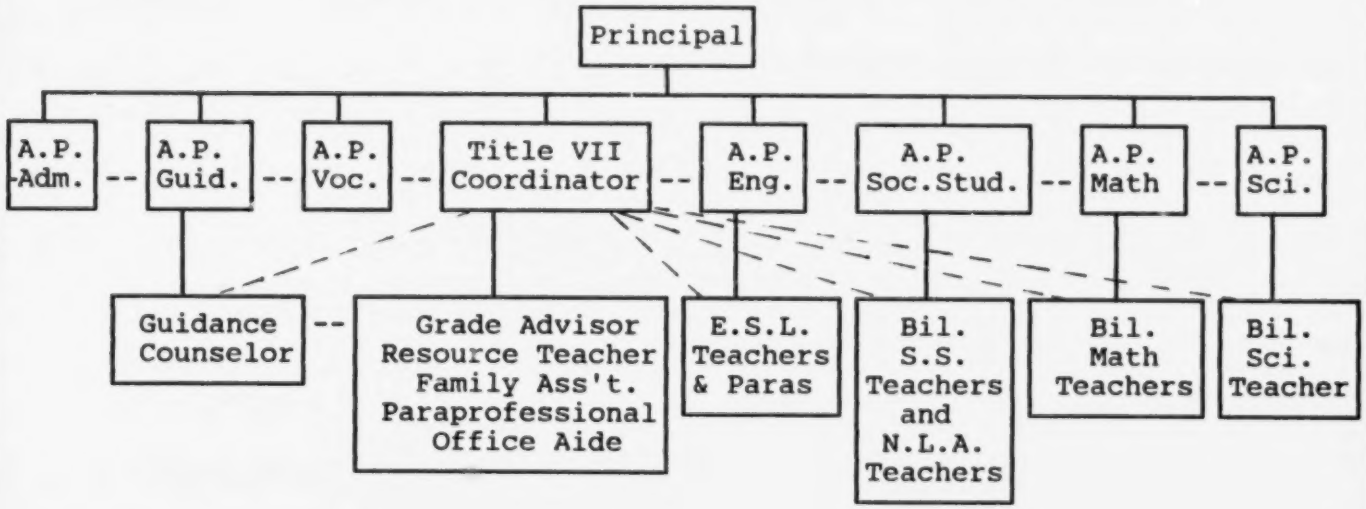
The resource teacher, who was bilingual, taught three science classes and provided college and career orientation and financial aid counseling. He also counseled potential dropouts and worked with the monolingual mainstream guidance counselor to whom project students had been assigned.

Other staff members included a family assistant, a paraprofessional, and an office assistant. Observations and interviews by a member of the evaluation team indicated that all were very interested in their work and strongly committed to serving students.

All members of the program staff were highly qualified, with many years' experience in education and bilingual programs and appropriate educational credentials. The educational experience of the 17 teachers involved in the program ranged from two to 25 years.

FIGURE 1

Organization of Park West High School Bilingual Program



_____Direct Supervision

----------Collaboration and Communication

FUNDING

Title VII paid for administrative and non-instructional services, including staff and curriculum development, parent-involvement activities, and clerical help. City and state funds supported the counselor, grade advisor, E.S.L. and bilingual content-area teachers, and educational assistants.

During the program's four years of existence, Park West assumed a large part the staff salaries that previously had been funded by Title VII. Specifically, in its first year, the project received Title VII funds for the salaries of the project coordinator, resource teacher, family assistant, and office aide. While in its fourth year, Title VII funded the office aide and part of the project coordinator's salary. The school thus strongly demonstrated its strong commitment to the bilingual program, which now has virtually become institutionalized.

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

A typical program for a beginning student consisted of two periods of E.S.L. and one period of English reading, together with science, mathematics, and social studies classes, taught bilingually (for Hispanics) or with an E.S.L. methodology (for non-Hispanics). Physical education or Spanish language arts were added when the student's schedule permitted. Bilingual content-area teachers were allowed to vary the amount of English they used in accordance with the students' level of competence.

Students who developed academic or emotional problems after they were mainstreamed received help on an informal basis, usually

after they had approached a program staff member or after the mainstream teacher requested it. If a student continued to be unable to function in the mainstream, he/she returned to the program, but this was a fairly rare occurrence. Although the project coordinator agreed that the program would benefit from a more formalized follow-up procedure for mainstream students, he said he did not have sufficient staff to do the work involved.

Many program students were partially mainstreamed by being enrolled in art, music, and physical education courses, which were taught in English only. Forty program students were also enrolled in after-school computer classes. Only students well advanced in English were permitted to take content-area or vocational courses in the mini-school of their choice. This policy of mainstreaming program students' gradually minimized the chances that a student would have to return to the program after failing in the mainstream.

Only students who performed satisfactorily in mainstream content-area and vocational courses were considered good candidates for full mainstreaming and only when they met all the other existing requirements (e.g., appropriate scores on the LAB and the Prueba de Lectura), were they finally mainstreamed. Such students were no longer considered part of the program and did not receive program services.

IV. FINDINGS

The evaluation findings for the 1986-87 academic year include the results of a review of program materials and records, interviews with school and program personnel, classroom observations, and student performance on tests. Findings are presented by objectives for the current year as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

--At least 70 percent of the students receiving E.S.L. instruction will have mastered one objective per twenty days of instruction as measured by the Criterion Referenced English Syntax Test (CREST).

As a rule, elementary and intermediate students received two periods a day of E.S.L. instruction and advanced and transitional students received one period. In addition, E.S.L. classes were supplemented with tax-levy English reading classes.

A member of the evaluation team observed one elementary E.S.L. class and one intermediate reading class. The elementary E.S.L. class was attended by 15 students, most of whom were Hispanic. The aim was to learn how to describe the symptoms of common ailments. The teacher provided students with the skeleton of a dialogue with some of the blanks already filled in. The teacher and individual students then role-played the dialogue for the rest of the class. Afterwards, the students practiced the dialogue in pairs while the teacher walked from desk to desk to

listen to them speak and correct their mistakes. In the second part of the class, the teacher reviewed the names of various body parts by having students play the game "Simon Says" and by their asking questions that required the naming of body parts. Although many students volunteered answers, the teacher made sure to call upon students who did not participate. During the lesson, the teacher's aide was teacning the alphabet and some simple vocabulary to a newly arrived student from Yemen in the corner of the classroom.

Nine out of 15 students attended the intermediate reading class that was observed. The aim of the lesson was to review several short essays in preparation for a test the following day. The class had been reading about ancient cities using the textbook Ruins. The teacher asked students what cities they had read about, where they were located, and why they were studying them; she then wrote their answers on the blackboard. The teacher then conducted a more detailed review of an essay on Troy and Mycenae by asking questions and, whenever no answers were forthcoming, reading relevant paragraphs from the essay. Most of the students participated enthusiastically and the teacher succeeded in having students practice both oral and reading skills.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 5 presents the test results for students who were pretested and posttested each semester at the same level. Of the students who were reported to be taking E.S.L. classes (Levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 59.3 percent in the fall and 60.5 percent in the spring.

Seventy-seven percent of program students in the fall and

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*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson Reliability Estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

64 percent in the spring mastered at least one CREST skill per month of instruction. Thus, the program objective of at least 70 percent of the students mastering one skill per 20 days of instruction was achieved in the fall but not in the spring.

Table 5 indicates that program students mastered an average of 1.9 CREST skills per month in the fall and 1.7 CREST skills per month in the spring. Students tested at Level 3 had lower performance rates than those tested at lower levels, partly because fewer skills are tested at that level and partly because mastery of objectives takes longer at that level.

TABLE 5

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	34	9.1	5.6	14.1	6.5	5.0	2.7	2.0
2	52	12.3	4.6	18.6	4.4	6.3	3.2	2.5
3	41	9.7	3.0	12.4	2.3	2.7	1.9	1.1
TOTAL	127	10.6	4.6	15.4	5.3	4.8	3.0	1.9
				SPRING				
1	31	8.7	5.3	14.9	6.4	6.2	3.5	2.4
2	33	14.5	5.8	19.0	5.6	4.5	3.1	1.7
3	48	9.0	3.6	12.0	2.8	3.0	2.8	1.1
TOTAL	112	10.6	5.4	14.9	5.7	4.3	3.3	1.7

- Program students mastered an average of 1.9 CREST skills per 20 days of instruction in the fall and 1.7 skills in the spring.

NATIVE LANGUAGE ARTS

--Students who receive a full year of instruction will increase their performance on the appropriate level of La Prueba de Lectura at the .05 level of significance.

The program offered students instruction in Spanish grammar, composition, and literature. A writing skills improvement program developed by the N.L.A. teacher was added in 1985-86. Its purpose was to improve performance on the Spanish Regents. The project coordinator said that a new curriculum in commercial Spanish was being developed and would be introduced in 1987-88.

As far as possible, the skills taught in Spanish classes were applied in the content areas. For example, social studies assignments incorporated in a sequenced fashion the grammar and composition skills being taught in N.L.A. classes.

A member of the evaluation team observed an advanced N.L.A. class, whose purpose was to prepare students for the Regents exam. The aim of the lesson, conducted entirely in Spanish, was to analyze a fragment of "Masa," by Peruvian poet Cesar Vallejo. After providing background information about the poet, the teacher read the fragment twice, emphasizing different words each time to show how different emphases can suggest different interpretations. Students then were asked to give their own readings and interpretations. Passing to technical matters, the students were asked to identify the poem's stanzas and verses and to analyze the poem's grammar. For homework, the students were asked to use four sentences using words contained in the poem. Throughout the class, most of the students exhibited a

high degree of interest and participated enthusiastically.

Student Achievement in Native Language Arts

The assessment instrument used to measure students' gains in reading and writing in Spanish was La Prueba de Lectura, Level 3, Forms C and D, administered in the fall and spring. Because the publishers recommend the use of local norms and programs test out-of-level, the analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 6. Complete fall and spring data on both tests were available for 139 program students.

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than can be expected from chance variation alone. To provide more descriptive information, the table also includes the percentage of students who made gains.

Examination of Table 6 reveals that the program objective was achieved. Moreover, 91 percent of the program students who were pretested and posttested made gains of one point or more.

TABLE 6

Results of La Prueba de Lectura, Level 3

Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Proportion Making Gains
139	71.1	16.8	74.4	20.6	3.3*	12.5	91

*Statistically significant at the .05 level.

- Ninety-one percent of the students tested with La Prueba de Lectura made significant gains ($p<.05$), thus meeting the program objective.

BUSINESS/VOCATIONAL COURSES

--At least 70 percent of the students enrolled in vocationally oriented classes will pass teacher-developed, criterion-referenced tests monthly.

According to information provided by the project, nine students in the fall semester and six in the spring semester enrolled in vocational classes, including typing, secretarial studies, drafting, health careers, auto mechanics, and aircraft.

Student Achievement in Business/Vocational Courses

With passing rates of 56 percent in the fall and 67 percent in the spring, the overall passing rate was 60 percent. Thus the proposed 70 percent passing objective was not met.

CONTENT-AREA INSTRUCTION

Although the program did not propose an objective in this area, bilingual mathematics, science, and social studies instruction was also provided. Program courses paralleled those in the mainstream.

In a global history class that was observed by a member of the evaluation team, 25 students were attending a lesson on the decline and fall of the Roman Empire. The teacher asked review questions on the history of the Roman Empire, expanding on the students' answers whenever necessary. When a student asked how Octavian Augustus was able to ensure a period of peace, the teacher asked the other students to respond before he did.

After a slow start, the students participated eagerly. Because the eagerness of some students discouraged participation

from those who were more reticent, particularly the females, the teacher made an extra effort to encourage them to participate. The teacher said he gave students credit for homework as well as for classroom participation in order to motivate the students to participate in both these areas.

Thirty-one out of 41 students attended the general science class observed by a member of the evaluation team. The teacher explained the topic -- the properties of matter -- in English, but he encouraged the students to raise their hands if they did not understand. On his own initiative; he translated all major points into Spanish. Evidently, his solicitousness hadn't dampened students' enthusiasm to learn English because throughout the class, students encouraged their peers to use English rather than Spanish. Overall, the class was lively and the teacher provided many examples to make his explanations accessible to the students.

The math class that was observed included non-Hispanic LEP students. The teacher, who was English-Spanish bilingual, conducted his lesson in English but answered questions in Spanish when asked. The topic of the lesson was how to plot a graph. After explaining how to identify points on a Cartesian plane, he asked students to identify the location of several pairs of numbers. He also introduced students to several new logical and mathematical symbols, which he explained in both English and Spanish.

Overall, varying amounts of English were used in bilingual

classes, with some teachers using English almost exclusively, others using it only to summarize lessons presented mainly in Spanish, and others using no English at all.

Student Achievement in Content-Area Subjects

Table 7 presents program students' passing rates in mathematics, science, and social studies. Examination of the table indicates that passing rates of program students ranged from 70 to 79 percent in the fall and from 63 to 74 percent in the spring. The overall passing rate was 72 percent. Students achieved the highest passing rate (76 percent) in science and the lowest passing rate (69 percent) in social studies.

TABLE 7

Passing Rates in Content-Area Courses

Course	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Math[a]	195	70.3	189	74.1	72.1
Science[b]	148	79.1	128	71.9	75.7
Social Studies[c]	193	75.1	180	62.8	69.1
Total		74.5		69.4	72.0

[a]Mathematics courses ranged from remedial to eleventh-year math.

[b]Science courses ranged from general science to chemistry.

[c]Social studies courses included global history, American history, and economics.

- Students achieved an overall passing rate of 72 percent.

MAINSTREAMING

-- At least 50 percent of the participants in the bilingual vocational program will be partially mainstreamed in the regular vocational program at Park West High School.

All vocational courses were taught in English. Only four percent of the program students enrolled in vocational courses in the fall and only three percent enrolled in the spring; therefore, the program objective was not achieved.

The project coordinator reported that 46 students would enter the mainstream in 1987-88. He provided data on the academic achievement of 18 students who had been fully mainstreamed in 1986-87. The data provided show that they passed 86 percent of the classes in which they were enrolled in the fall of 1986.

CURRICULUM AND MATERIALS

The program did not propose an objective in this area, but the coordinator said he was satisfied with the curriculum and materials that were being used. He said they adhered to the New York City Schools' mandated guidelines and paralleled those for mainstream courses. He also noted that a new Spanish-language business curriculum had been developed during the year under review and would be put in use in 1987-88.

Textbooks were available in English or Spanish, depending on the course. In addition, the program coordinator's workspace contained a small lending library of Spanish and French novels and textbooks, and the resource teacher had Spanish-language

booklets on careers and on college financial aid for distribution to program students. The library also had a section of Spanish paperback translations of English best-sellers.

SUPPORT SERVICES

The program provided students with personal, educational, and career counseling, and contacted the parents of students with serious problems. For several years, the lack of a bilingual guidance counselor has been one of the program's major shortcomings. According to the program coordinator, the Board of Education's stringent requirements have created a severe citywide shortage in this area. Park West had interviewed a candidate last year, but he ultimately decided to work at another school; since then no other candidate had applied.

The lack of a bilingual guidance counselor meant that the program's professional staff had to counsel students. Since their schedules were already very full, they could spend only a small amount of time providing this very badly needed service. In addition, because the family assistant had to act as translator at emergency meetings between students, parents, and the monolingual guidance counselor, she did not have all the time she needed to develop the ongoing contacts with students and their families that would enable her to detect problems before they became critical.

The program coordinator, resource specialist, and grade advisor provided academic and career counseling, as well as personal counseling. The grade advisor helped the project

coordinator set up students' programs, monitor their grades, and prepare them for mainstreaming. He also assisted with administrative tasks.

According to the resource teacher, program students needed a great deal of help making career and educational decisions, but it was difficult for the bilingual program to furnish this service. The resource teacher provided the bulk of career and college counseling, and counseled students whose personal circumstances compelled them to seek an alternative to day high school. He noted that since the program had fewer overage students than in previous years, there had not been many requests to transfer to alternative programs. The resource teacher referred any problems he felt were beyond his level of competency to the mainstream guidance counselor.

PARENTAL INVOLVEMENT

--At least 70 percent of parents or guardians of student participants will visit the program once during the academic year to check on their progress.

--At least 40 percent of the parents of the participants will attend school functions such as workshops, Open School Days, assembly programs, school trips, and career orientation.

According to the program staff, parents visited the program at least once a year to attend a school function or to meet personally with program staff members or school administrators. Because most Park West students did not live in the neighborhood where the school was located, parental attendance at school functions was low. As a rule, however, parents came to school

whenever they were called by the family assistant or when they had concerns that they wanted to bring to the school's attention. (The family assistant also helped parents deal with social welfare agencies.)

The program held four meetings for parents on orientation, educational planning, and mainstreaming procedures. In addition 70 parents in the fall and 85 in the spring attended parent-teacher conferences.

Program parents also attended special school events such as a Christmas celebration, a talent show, award ceremonies, and a field trip to Central Park which included sports tournaments between students and teachers.

STAFF DEVELOPMENT

--Fifty percent of the staff will be involved in other than in-service training, including university courses, professional seminars, workshops, and conferences.

--One hundred percent of the staff will be involved in in-service training, including the development of curricula suitable for vocational training and/or high school equivalency skills.

The project coordinator met with the staff monthly to discuss program problems and needs. All program staff members attended two computer workshops conducted by Park West's computer coordinator.

The project coordinator also attended Title VII workshops held by the Board of Education and professional conferences sponsored by the National Association for Bilingual Education. No other staff member was reported to have participated in in-

service training activities during the academic year 1986-87, therefore the proposed objectives were partially met.

STUDENT SATISFACTION

--Participants in the bilingual program will have a higher attendance rate than mainstream students at Park West High School.

Since the school's attendance rate includes program students, statistical significance of the difference between program and school attendance was determined through the application of a z-test* to determine whether the difference between one proportion (the program attendance) and a standard proportion (the school attendance) is greater than what is expected by chance variation.

The attendance rate for bilingual students was 84.5 percent, approximately 9 percentage points above the schoolwide attendance rate (75.1 percent). The z-test results ($z=3.23$) indicate that the difference in attendance rates is statistically significant ($p = .01$). Thus, the objective was met.

Informal observations during the classes left a positive impression. Class behavior was uniformly excellent, and students appeared to get along well with their teachers and each other. The project director reported that program students had received more awards for good attendance than any other program in the school. The warm and caring attitude of the staff undoubtedly

*Bruning, J.L. and Kintz, B.L., Computational Handbook of Statistics, (Glenview, Illinois: Scott, Foreman and Company, 1968).

contributed to students' happiness and satisfaction with the program.

V. CONCLUSIONS AND RECOMMENDATIONS

The program appeared to be functioning in much the same manner in 1986-87 as in the previous year. A stable, dedicated, and committed staff has continued to provide instruction and support services. In the classes that were observed, the teachers were well prepared and had good rapport with their students, who appeared extremely interested in their lessons. The students were mainstreamed at a steady rate and expressed a great deal of satisfaction with the program.

The program achieved the objectives proposed for attendance, native language arts, parental involvement, student satisfaction, and it met its E.S.L. objective in the fall but not in the spring. Although no objective was proposed for the content-area subjects, passing rates generally were high both fall and spring. The business/vocational and mainstreaming objectives were not met. The staff development objective was partially met.

The school administration has assumed a large part of the project's costs and moved toward completely institutionalizing the project. However, two major problems remained. First, the program coordinator was responsible for administering the bilingual program, but he lacked supervisory authority because the school administration had still not created a separate E.S.L./foreign languages department, whose A.P. would be in charge of the bilingual program.

Second, a lack of qualified candidates made it impossible for the school administration to recruit a bilingual guidance

counselor. To take up the slack in this area, the family assistant, grade advisor, and resource teacher all performed guidance functions on an ad hoc basis, but they had too many other responsibilities to allow them to provide the level of counseling services that was badly needed. Thus, the recommendations offered in last year's evaluation continue to be valid, namely:

- that the school administration expedite the creation of a foreign language department, with the assistant principal in charge designated to supervise and administer the bilingual program.

- that the program hire a full-time bilingual guidance counselor. This would enable program staff members to devote their full attention to their assigned responsibilities.